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ABSTRACT

This manual is a guide for principals to use in planning and directing a system of leadership and instructional improvement. Its components are designed specifically to provide an established process for improving instruction at the building level. It achieves this objective by: (1) placing the principal in the role of instructional leader; (2) providing systematic planning and consistent interaction within schools and between schools and the district office; (3) providing the design for effective use of test results for goal setting, planning, resource management, and evaluation; (4) setting cohesive goals for school improvement plans; and (5) creating a continuous management program to improve administrators' efficiency. Contents include an implementation timeline and chapters on orientation, data analysis, goal setting, plan of action, implementation, evaluation, and administrative organization. A 7-item bibliography is included. (TE)

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Instructional Leadership System

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EA 017 292

Tyler Independent School District

Tyler, Texas

INSTRUCTIONAL LEADERSHIP SYSTEM

Superintendent

DR. JACK L. DAVIDSON

1982-83

TYLER INDEPENDENT SCHOOL DISTRICT
TYLER, TEXAS

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Tyler Independent School District
School Administrative Office
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DR. JACK L. DAVIDSON
Superintendent

INSTRUCTIONAL LEADERSHIP SYSTEM

This manual is a guide for the principal to use in planning and directing a system of leadership and improvement in the instructional program on each campus. Its components are designed specifically to provide the accountability required in today's educational environment.

It is important for the principal to become familiar with the process, provide all building staff members with a thorough understanding of each component, and direct the staff in implementing the system to improve instruction. The enthusiasm, encouragement and leadership of the principal are vital to the overall success of this process.

The manual is flexible by design; it is not complete at this time. Periodically additional information will be added and you may want to add some items yourself. I am hopeful that this manual will provide the orientation and the information you need to fulfill the role of instructional leader on each campus.

Jack L. Davidson
Superintendent

1319 West Eighth, Tyler, Texas 75710, 214/595-3481

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RATIONALE

RATIONALE

Education has entered a critical period of intense pressures that collectively are causing the public to question the effectiveness of public education. Severe cuts in financial resources, critical and demanding pressure groups, reports of declining test scores, diverse attitudes and concerns among citizens, and division among educators are problems school administrators encounter regularly. The continuous demands resulting from these forces bring into focus the need for an organized and functional management system at an effective cost to ensure a quality program of education that can readily be communicated to the general public.

Effective leadership is the basis for the success of any school. The principal is in the key leadership position to direct the instructional program. School boards and the District's consumers can be certain that resources are utilized wisely, that students demonstrate significant achievement, and that the competency level of the staff is accurately documented when the principal functions as the responsible instructional leader.

Currently, the Tyler Independent School District does not have an established orderly process for improving instruction at the building level that involves appropriate personnel or is based on any consistent foundation. Neither does the Tyler Independent School District have a system to effectively analyze data to identify and communicate common strengths and needs within the District for cooperative and efficient planning.

The Instructional Leadership System provides that process.

The Instructional Leadership System has the following advantages:

1. It places the principal in the role of instructional leader.

2. It provides systematic planning and consistent interaction within each individual school and between the school and District-level administration.

3. It provides the design for effective utilization of test results and related data as a substantial base for goal setting, planning, resource management, and evaluation.

4. It centers school improvement plans around agreed-upon goals so that the overall program has cohesion and participants have common objectives.

5. It creates a continuous management program. School-improvement and self-improvement activities do not add duties to already busy administrators, but rather improve efficiency in the tasks for which they are already responsible.

MANAGEMENT DESIGN

MANAGEMENT DESIGN

The Instructional Leadership System for the Tyler Independent School District consists of two levels of decision makers working cooperatively under a system whereby decisions are made and appropriate actions are synchronized to improve instruction. The building level group of decision makers consists of the principal serving as the instructional leader and teachers who have credibility within the building. The district level decision makers consist of a group of central office personnel responsible for curriculum improvement who view decision making as a shared responsibility between the teaching and administrative staffs.

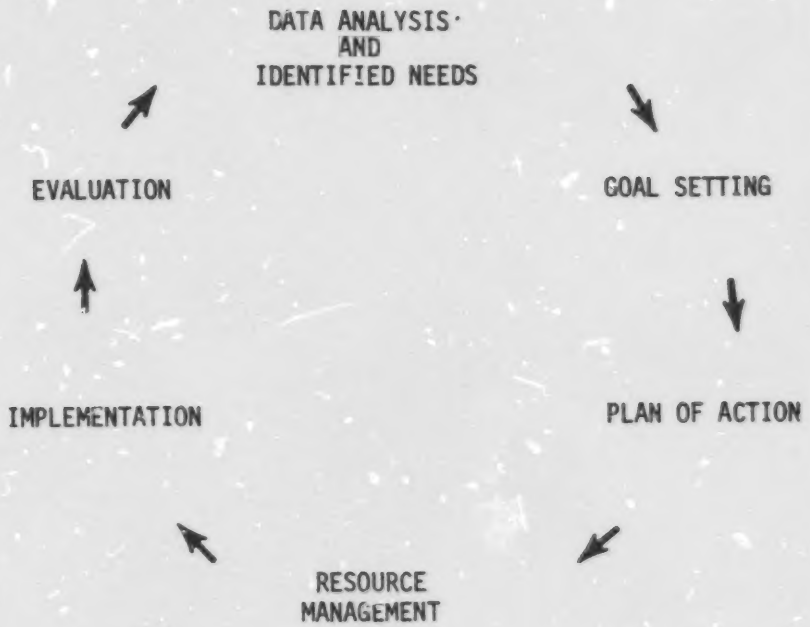
The coordination is directed through a common, annually cycled timeline with suggested activities for both groups.

While the building level committees follow the suggested timeline, the district level committee follows similar procedures for decision making based on an analysis of district data. The two groups meet together twice each year for coordination and direction.

Guides are provided to assist the principals and members of the Central Committee in the management of the leadership system. Each principal participates in carefully designed staff development activities to become proficient in interpreting test data, directing data analysis and leading the staff in goal setting to increase the level of productivity on each campus.

The purpose of this management system is to place the principal fully into the role of instructional leader on each campus. This manual is designed to provide assistance to the principal in that role.

The organization of the system includes the following components:



The design of the improvement system provides for effective utilization of test results and related data as a basis for goal setting, planning, and resource management to increase the level of student productivity.

TIMELINE

TIMELINE

JANUARY

The principal meets with the faculty for orientation to the Instructional Leadership System.

FEBRUARY

The principal directs the faculty in identifying and prioritizing program strengths and weaknesses through analysis of test results, program evaluations, and related data. The principal appoints a Building Committee and leads the Committee in goal setting and formulating a tentative Plan of Action for the coming year.

The needs, goals and a tentative Plan of Action are reviewed by the entire faculty for consensus.

MARCH

Representatives of each Building Committee, principals, and the Central Committee meet to discuss districtwide and individual school improvement needs, reach consensus on goals, and review the tentative Plan of Action.

APRIL

Action plans are finalized by Building Committee for the following year. Program designs, resources needed, inservice activities, and evaluation procedures are included in each plan.

The Plan of Action is reviewed by the entire faculty for consensus.

MAY

A copy of the building Plan of Action, requests for staff development and/or other support are submitted to the Central Committee by May 1.

The Central Committee reviews the requests for support and responds to each request during May.

JUNE/JULY

Leadership Conferences are conducted for administrators.

AUGUST

The principal initiates and directs the implementation of improvement plans with the assistance of a selected Building Committee.

SEPTEMBER

Process evaluation begins and continues through the year.

OCTOBER/NOVEMBER

The principal evaluates progress and the implementation process with entire faculty.

Representatives of the Building Committee and the Central Committee meet to evaluate implementation process, program action, and progress toward goals.

JANUARY

The principal directs the collection of test data, assessment surveys, program evaluations, and progress toward achievement of goals.

The principal reviews past year's goals and achievements with immediate supervisor as part of evaluation procedures.

IMPLEMENTATION TIMELINE

AUGUST 1981

Present overall design to general staff and to total faculty.

SEPTEMBER 1981

Distribute guides to administrative staff for orientation and review.

Provide training sessions on analysis and interpretation of test data.

OCTOBER 1981

Provide inservice sessions on goal setting and planning.

NOVEMBER 1981

Provide staff development sessions on implementation and evaluation procedures.

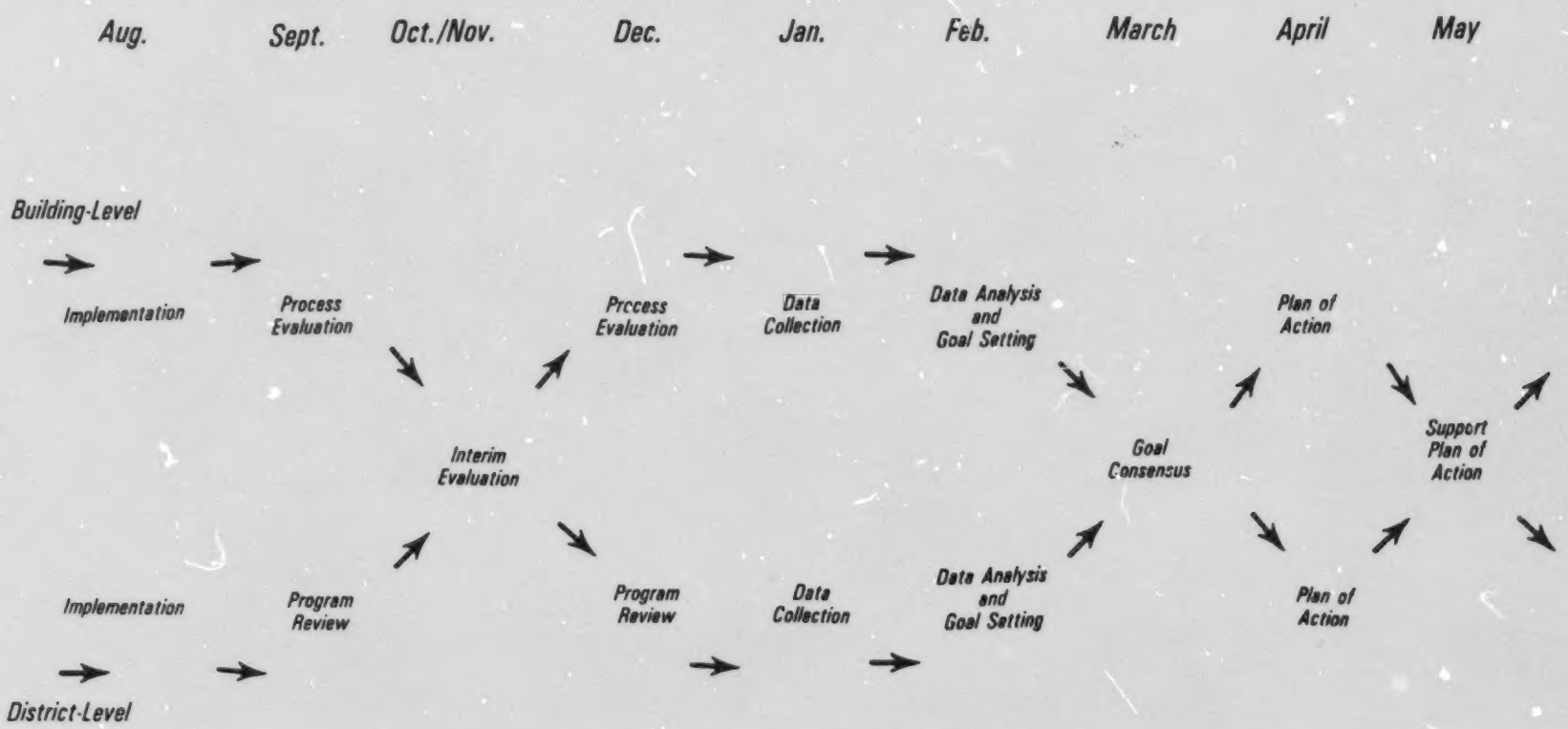
JANUARY 1982

Select Central Committee consisting of the Assistant Superintendent of Instruction as chairman, Director of Elementary, Secondary, and/or Middle Schools, and other appropriate personnel.

Conduct orientation sessions for all participants.

Implement the Instructional Leadership System in 1982-83 under the suggested annual timeline.

Instructional Leadership System



ORIENTATION

ORIENTATION OF FACULTY

JANUARY

PERSONS INVOLVED

Principal
Faculty

PURPOSE

Orientation of faculty

AGENDA

1. Give an overview of the Instructional Leadership System
   - Data Analysis
   - Goal Setting
   - Plan of Action
   - Implementation
   - Evaluation
2. Review the annual timeline
3. Question and answer period

ORIENTATION OF BUILDING COMMITTEE

FEBRUARY

PERSONS INVOLVED

Principal
Building Committee

PURPOSE

Orientation of Building Committee

AGENDA

1. Introduce members
2. Give an overview of the Instructional Leadership System
3. Explain the purpose of the Building Committee
4. Discuss the functions of the group and individual members
5. Review the role of the principal as instructional leader
6. Set future meeting dates

MATERIALS

Overhead projector

Transparencies

AGENDA ITEMS

1. Take time to establish a pleasant atmosphere and group rapport. This group will be working closely together and a good beginning sets the tone for the year.

2. Overview should include:

   a. Purpose of the management system

      The purpose is to provide opportunity for everyone to participate in establishing goals and planning for improvement at the building level and the District level.

   b. How it is designed

      It consists of two groups of decision makers--building committees and Central Committee, working cooperatively to improve instruction.

   c. The need for such a system

      We do not currently have an established, orderly process for improving instruction that involves appropriate personnel and is based on effective data analysis.

   d. Role of the Building Committee

      The Building Committee will lead the faculty in critical decisions in goal setting, planning, and evaluation.

3. Functions of the Building Committee

   a. Maintain a total building perspective

   b. Participate in making decisions

   c. Explain procedures to the total staff

   d. Provide support and time in implementation

   e. Assist in creating an effective working relationship

4. Principal's Role

   The principal will preside at the meetings and coordinate the work of the Building Committee.

THE BUILDING COMMITTEE

The Building Committee, appointed by the principal, assists the principal in leadership activities to facilitate the management process.

Characteristics of teachers selected to serve on this committee should include the following:

- High visibility at the campus level
- Respect of the faculty
- Demonstrated leadership ability in instruction
- A philosophy which reflects the instructional philosophy of the total school
- Is a thinker
- Understands the need for compromise

Committee characteristics include:

- A blend of experienced teachers and new teachers
- A balance with regard to race and sex
- Representation of grade levels and/or departments
- Rotation of membership from one year to the next, with some carry-over experience

Members of the Committee meet with faculty members for their input on goals and activities that would improve instruction for the coming year.

CENTRAL COMMITTEE

The Central Committee consists of a group of district level decision makers who are responsible for curriculum development and instructional improvement. The Committee functions as a support system for building level activities and follows the same timeline at the district level. The two groups meet together twice each year: the first is a goal setting and planning workshop in March, and the second is an informal evaluation session in November.

The Central Committee compiles the goals from the campuses. The areas targeted most frequently become the prioritized District goals. The Central Committee writes a District Plan of Action that focuses on the needs identified by the principals and staffs.

The Central Committee also coordinates the requests submitted by the campuses for assistance with staff development activities and other resources that require districtwide management.

The Assistant Superintendent of Instruction serves as chairman and coordinates the activities districtwide. From five to seven curriculum directors and program coordinators serve as active members of the Central Committee on an annual basis.

The yellow pages in this guide provide additional direction for the Central Committee.

ORIENTATION OF THE CENTRAL COMMITTEE

FEBRUARY

PERSONS INVOLVED

Chairperson

Central Committee

PURPOSE

Orientation of Central Committee

AGENDA

1. Introduce members
2. Give an overview of the Instructional Leadership System
3. Explain the purpose of the Central Committee
4. Discuss functions of the group and individual members
5. Establish a regular meeting time
6. Explain the leader's role

MATERIALS

Overhead projector

Transparencies

School calendar

AGENDA ITEMS

1. Take time to establish a pleasant atmosphere and group rapport. This group will be working closely together and a good beginning sets the tone for the year.

2. Overview should include:

   a. Purpose of the management system

      The purpose is to provide opportunity for everyone to participate in establishing goals and planning for improvement at the building level and the District level.

   b. How it is designed

      It consists of two groups of decision makers, building committees and Central Committee, working cooperatively to improve instruction.

   c. The need for such a system

      We do not currently have an established orderly process for improving instruction that involves appropriate personnel and is based on effective data analysis.

   d. Role of the Central Committee

      The Central Committee will lead the District in critical decisions in goal setting, planning, and evaluation.

3. Functions of the Central Committee

   a. Maintain a total District perspective

   b. Participate in making decisions

   c. Explain procedures to the total staff

   d. Provide support and time in implementation

   e. Assist in creating an effective working relationship

4. Chairperson's Role

   The chairperson will preside at the meetings and coordinate the work of the Central Committee.

DATA ANALYSIS

FEBRUARY

PERSONS INVOLVED:

Principal

Faculty

PURPOSE:

Data analysis and needs identification

AGENDA:

1. Review the function of the Instructional Leadership System
2. Follow the script for data analysis
3. Identify and prioritize needs
4. List supporting evidence for needs
5. Obtain consensus
6. Record results

MATERIALS:

Overhead projector

Transparencies

Script for data analysis

Printed copies of data

(A second meeting may be necessary)

SCHOOL-LEVEL DATA ANALYSIS

SUGGESTED SCRIPT AND INFORMATION FOR THE
PRINCIPAL'S PRESENTATION TO STAFF

SCRIPT

VISUALS

The purpose of this planning session is to analyze test results and related information that influence learning by making a comparison of data concerning _____ (school name) with information on the District level and the national level. This analysis will provide a profile whereby we can more accurately assess our needs, establish our goals based on our identified strengths and weaknesses, and plan an effective program of instruction for our school to raise the productivity level of our students.

Before we consider the test results, let's analyze some information related to our school that influences learning.

Transparency #1

Elementary Student Information

Attendance at a school can have an effect on the amount of learning that takes place in the classroom. Let's look at student enrollment at _____ (school name) school for the last two years. This transparency shows us how our school's enrollment has changed from 1979-80 and 1980-81.

TYLER INDEPENDENT SCHOOL DISTRICT

Student Information

School WOODS ELEMENTARY

	79-80		80-81	
ENROLLMENT	696	15,695	671	15,677
PERCENT ATTENDANCE	96.43	94.33	96.93	95.17
TEACHER-PUPIL RATIO	1:24	1:21	1:23	1:21

TP Base: School-Level Data

DISTRICT LEVEL DATA

Next on this transparency is _____ school's percent
(school name)
of attendance. The average daily attendance for 1979-80 was ___ percent, and last year we had _____ percent in attendance.

The number of students assigned to a class has an influence on learning. In 1979-80 the average number of students in each classroom was _____. Last year the ratio was _____.

By comparing this information with the District averages, we can see how the changes in our school relate to those changes district-wide.

Overlay of District Data

Transparency #2

Student Composition

Student composition is a factor that needs to be considered. There has been an _____ (increase/decrease/ _____ little change) over the last two years in the number of students in our school from low income families. Last year, _____ percent of our students came from low income families. This number is determined by the number of students that qualify for the free lunch program in our school.

The ethnic distribution of our students has changed _____ (very little/considerably) over the past two years. This shows the percent of white students, black students, and students from other ethnic groups enrolled in _____ school. The "other" category is predominately _____ (ethnic origin) and these students have _____ (little/much) difficulty with the English language.

Student mobility is another factor we need to be aware of. The number of students who have moved into our school and the number that withdrew are noted to give an indication of the degree of turnover in _____school for the past two years.

All of these factors affect learning to some degree. We will consider this information as we analyze our strengths and weaknesses.

Now let's compare our student composition with that of the District.

Overlay of District Data

TYLER INDEPENDENT SCHOOL DISTRICT

Student Composition

School WOODS ELEMENTARY

	79-80		80-81	
ENROLLMENT	696	15,695	671	15,677
PERCENT OF LOW-INCOME FAMILIES	8	36	10	39
ETHNIC DISTRIBUTION W / B / O	648/51/6	9787/5406/636	610/49/3	9707/5414/753
MOBILITY: ENTERED/WITHDRAWN	58/96	1979/2941	76/120	2099/3064

TP Base: School-Level Data

DISTRICT LEVEL DATA

Transparency #3
Staff Management

The management of the staff is related to the effectiveness of the instructional program in public education. The number of personnel units assigned to a campus is determined by the previous year's ADA. From the personnel assigned to our school, we have ___ teachers and ___ support personnel to direct the education on this campus.

Our staff has ___ teachers with master's degrees and ____ with more than five years experience. The education and experience of the staff does influence learning. Unfortunately, dedication and commitment cannot be measured.

The teacher is the primary factor that makes a difference in learning. For the last two years, we have had an/a _____ in teacher absenteeism. Obviously, children learn more when the teacher is present.
(increase/decrease)

Classroom management and the ability to work with students who disrupt class make a difference in the time for and the quality of instruction. The number of recorded discipline incidents has _____ at our school since 79-80.
(increased/decreased)

Reporting student involvement in learning is an on-going task, and a most vital one. Parents have a responsibility in their children's education, and we need to assist them in assuming their role. Parent conferences provide an opportunity

TYLER INDEPENDENT SCHOOL DISTRICT

Staff Management

School WOODS ELEMENTARY	79-80		80-81	
No. of teachers	29	864	26	875
No. of support personnel	7	229	8	238
No. of teachers with masters degrees	14	369	16	376
No. of teachers with more than five years experience	20	744	20	752
Total substitute days	226	7628	252	7309
No. of discipline incidents recorded	___	___	___	___
No. of parent conferences	___	___	___	___

TP Base: School-Level Data

to extend time for learning, build a support system with the home, and restore confidence in public education within the community. The information on parent conferences shows an/a

_____.
(increase/decrease)

Parent conferences are an important factor in a child's education.

Overlay of District Data

Now let's look at this information in comparison with the district-wide data.

The time factor is critical in learning. This transparency shows the time allotted in the daily schedule at each grade level for the different subject areas. These time blocks are fairly consistent throughout the District.

Transparency #4
Inst. Time Mgt.

More important than time allotted is the time students actually spend on task. The degree of learning is determined by the amount of time students are actively involved in learning.

The space to the right of time allotted is reserved for us to study and record time-on-task in our classes in the different subject areas. This can be done through the next few weeks without much difficulty.

It is a proven fact and quite evident that the more time students are actively engaged in learning, the greater the achievement.

TYLER INDEPENDENT SCHOOL DISTRICT

Instructional Time Management

RATIO OF TIME ALLOTTED TO ACTUAL TIME ON TASK *

1981-82

School WOODS ELEMENTARY

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Minutes per day of:					
Instruction	300 /	300 /	300 /	300 /	300 /
Reading					
Language Arts	180 /	180 /	120 /	120 /	120 /
Math	60 /	60 /	60 /	60 /	60 /
Social Studies	15 /	15 /	30 /	45 /	45 /
Science/Health	15 /	15 /	30 /	45 /	45 /
Physical Education	30 /	30 /	30 /	30 /	30 /
Minutes per week of:					
Art	45 /	45 /	45 /	45 /	45 /
Music	30 /	30 /	30 /	30 /	30 /

* EACH CLASS DETERMINED ACTUAL TIME ON TASK AND ENTERED DATA ON THE CHART.

Transparency #5

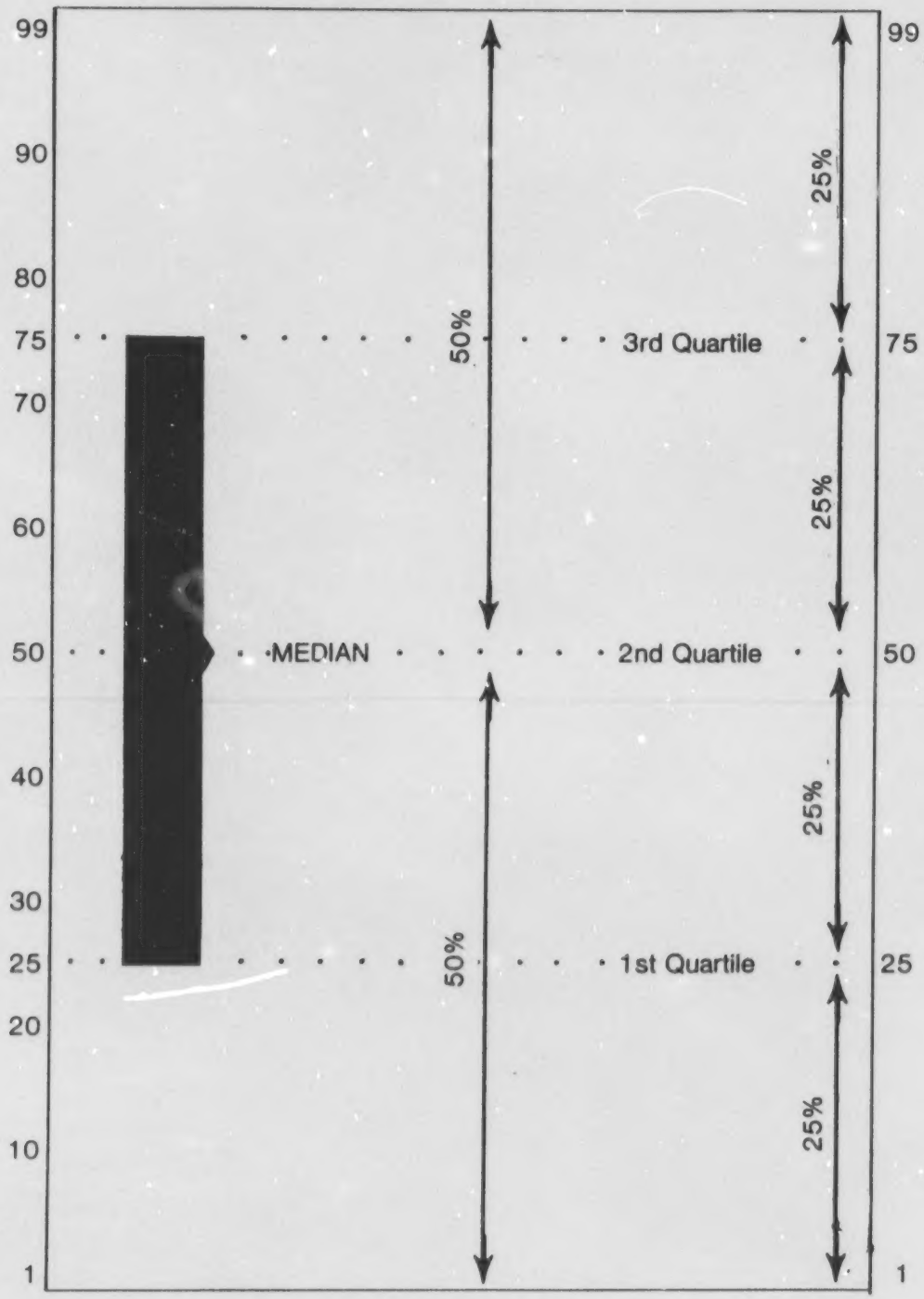
We will use the median score as a measure in the data analysis. The median is simply the middle score in a distribution of scores ranked from the highest to the lowest. Half of the scores fall above the median and half fall below.

The median is preferred over the mean for our purposes because the median is not influenced by extremely low or extremely high scores. The lowest score in a distribution may be one point lower or 30 points lower than the next score and not affect the median. Placement in order from the highest to the lowest score is the only factor involved in computing the median.

Test scores are also divided into four quarters with 25% of the students placed in each quarter. The bottom quarter is divided from the next quarter by the first quartile point. The top quarter of scores is divided from the next quarter by the third quartile point. The median is the second quartile point on the percentile scale.

The California Achievement Test was administered to a sample of several thousand students consisting of all levels of achievement, ethnic backgrounds, and social settings. The scores were ranked from the highest score to the lowest score and assigned a point on the percentile scale.

PERCENTILE SCALE



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Percentiles range from one to 99. The highest score is ranked at the 99th percentile. The student who scored at the 99th percentile scored as high or higher than 99% of the students tested. The student who scored at the 50th percentile (median) scored as high or higher than 50% of the students tested.

Transparency #5

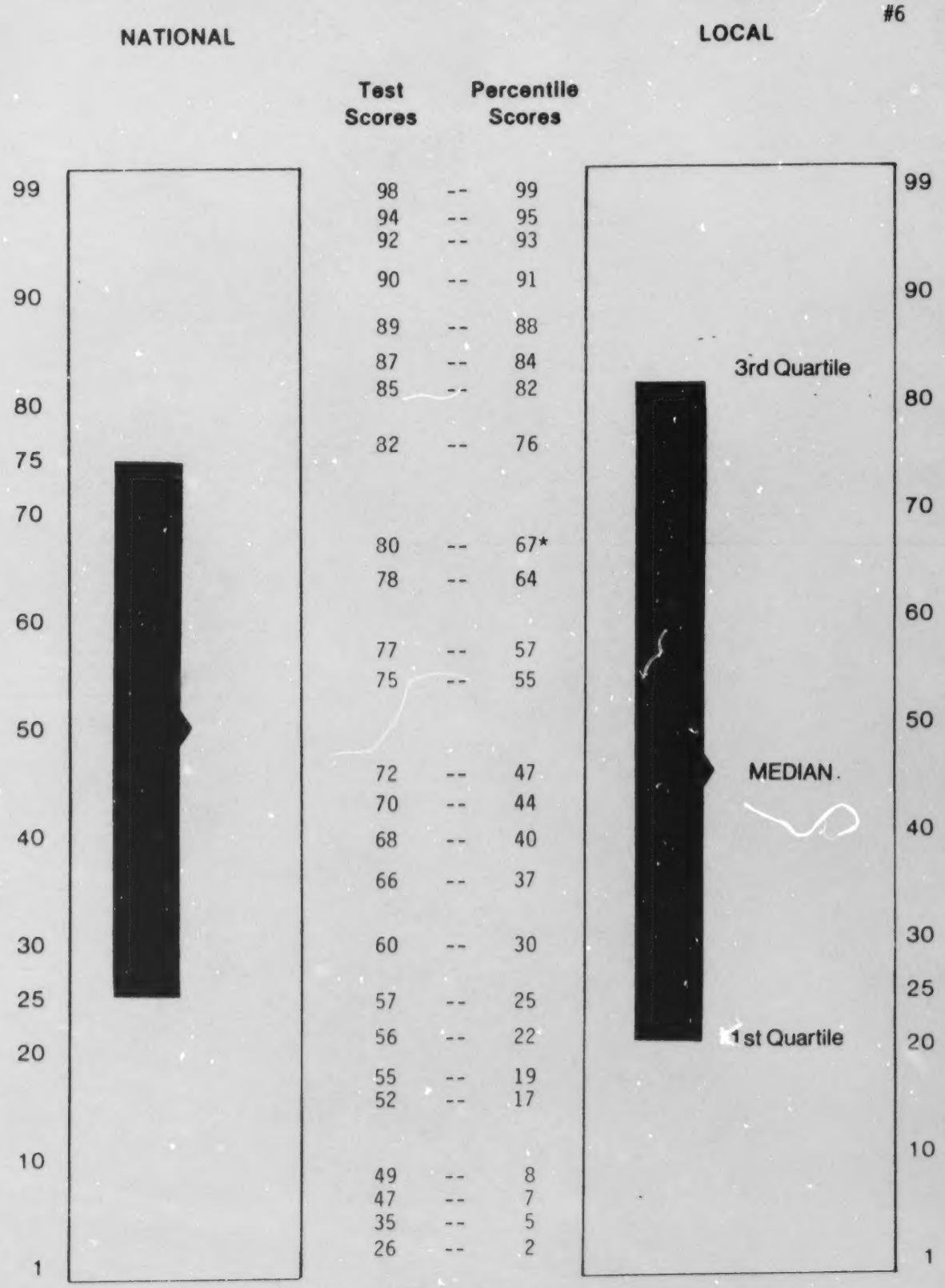
On the national percentile scale, 25 percent of the scores fall below the first quartile which is the 25th percentile; fifty percent of the scores fall below the second quartile, or median, which is the 50th percentile; and 75% of the scores fall below the third quartile. On the graph the bar represents fifty percent of the scores between the first and third quartiles on the national percentile scale. The top 25% scored above the bar between the 75th and 99th percentiles. The bottom 25% scored below the bar between the 1st and 25th percentiles.

Transparency #6

The national percentile scale makes it possible for us to compare a set of test scores with those in the national sample. The following is a comparison of 25 student scores with the national percentile scale. The graph indicates a greater spread of scores between the second and third quartiles and a greater concentration of scores within the top quarter and in the bottom quarter than on the national sample.

Using the national percentile scale also allows us to translate individual student scores into percentile scores. If a student scores at the 67th percentile, it means that the student performs as well as or better than 67 percent of the students tested in the national sample.

#6


NATIONAL
LOCAL
Test Scores
Percentile Scores
99
90
80
75
70
60
50
40
30
25
20
10
1
98 -- 99
94 -- 95
92 -- 93
90 -- 91
89 -- 88
87 -- 84
85 -- 82
82 -- 76
80 -- 67*
78 -- 64
77 -- 57
75 -- 55
72 -- 47
70 -- 44
68 -- 40
66 -- 37
60 -- 30
57 -- 25
56 -- 22
55 -- 19
52 -- 17
49 -- 8
47 -- 7
35 -- 5
26 -- 2
3rd Quartile
MEDIAN
1st Quartile
30

This is the kind of information we need available to determine how our students score in relation to the national scores and with District scores.

Transparency #6

Where does this put our example group's median score of 48? Obviously our group is slightly below the national median. We cannot, however, make a judgement on the score until we analyze test scores in relation to the data on student composition, instructional time, and staff management. All of these factors influence learning and the effectiveness of the entire instructional program.

Now let's look at the test scores for our students.

As we analyze our test data, we want to locate the areas of high productivity and the areas of learning that need attention.

After we identify our areas of strength, we want to look at the information for our school that influences learning and list the factors that we believe contribute to the high levels of student productivity. We will ask ourselves what effect student composition, time-on-task, teacher effectiveness, etc., have on student achievement. By identifying what it is we are doing well, we can be certain that we continue them and even build on them to move to more effective learning.

Then we will look at the areas where we need to improve and determine the factors that are influencing lower achievement.

From this base of information, we can make specific plans for each area in our school and put forth a concentrated effort to raise the level of learning of our students.

Now let's look at our first grade scores. The graphs we will study have been taken from the California Achievement Test scores that were administered this past year. The first and second grade tests were not machine scored in 1979-80, therefore only the scores for 1980-81 are available on this form.

Transparency #7
First Grade

The percentile scores are indicated on the left side of this transparency. Also to the left is the graph for the national norm group. Remember that the national norms have a standard median at the 50th percentile, with the first quartile being at the 25th percentile, and the third quartile being at the 75th percentile. This range will remain consistent for all tests. We will compare our students with the national norms and the District scores.

In reading the first grade median score for our school is at the ____ percentile. This means that half of our students scored above this point, and half scored below this point. The top quarter of our first graders scored above the _____ (3rd quartile) percentile and the bottom quarter of our first graders scored below the _____ (1st quartile) percentile.

TYLER INDEPENDENT SCHOOL DISTRICT

School WOODS ELEMENTARY Grade ONE

PERCENTILE RANGE	NORM GROUP (NATIONAL)	CALIFORNIA ACHIEVEMENT TEST SCORES						PERCENTILE RANGE
		Reading 1979-80	Reading 1980-81	L. A. 1979-80	L. A. 1980-81	Math 1979-80	Math 1980-81	
91 - 99								91 - 99
81 - 90								81 - 90
71 - 80								71 - 80
61 - 70								61 - 70
51 - 60								51 - 60
41 - 50								41 - 50
31 - 40								31 - 40
21 - 30								21 - 30
11 - 20								11 - 20
1 - 10								1 - 10

		S	D	S	D	S	D	S	D	S	D	S	D	
NO.TESTED				109				101				111		
3RD QUARTILE	75			92				83				84		75
MEDIAN	50			79				48				69		50
1ST QUARTILE	25			48				36				50		25

COMMENTS:

34

#47

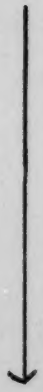
1225	1188	1212
72	74	76
48	48	55
24	25	23

#7A

DISTRICT LEVEL DATA

In language arts our first grade median score is at the ____ percentile. Our first grade median is _____ the national median which is at the
(above/below/etc.)
50th percentile.

In math our first grade median is at the ____ percentile. The first grade math median is _____ the 50th
(above/below/etc.
percentile.



First Grade

Overlay of

District

In the overlay we can see how the overall District scores look and compare our students with those of the District. The first grade reading median score for all of Tyler is at the 48th percentile, the language arts median score is at the 48th percentile, and the math median is at the 55th percentile.

(CONTINUE WITH THE SECOND GRADE USING THE SAME OR A SIMILAR FORMAT).

Transparency #8

Second Grade

TYLER INDEPENDENT SCHOOL DISTRICT

School WOODS ELEMENTARY Grade TWO

PERCENTILE RANGE	NORM GROUP (NATIONAL)	CALIFORNIA ACHIEVEMENT TEST SCORES						PERCENTILE RANGE
		Reading 1979-80	Reading 1980-81	L. A. 1979-80	L. A. 1980-81	Math 1979-80	Math 1980-81	
91 - 99								91 - 99
81 - 90								81 - 90
71 - 80								71 - 80
61 - 70								61 - 70
51 - 60								51 - 60
41 - 50								41 - 50
31 - 40								31 - 40
21 - 30								21 - 30
11 - 20								11 - 20
1 - 10								1 - 10

		S	D	S	D	S	D	S	D	S	D	S	D	
NO. TESTED				88				90				89		
3RD QUARTILE	75			87				85				75		75
MEDIAN	50			70				72				54		50
1ST QUARTILE	25			51				51				30		25

COMMENTS:

37

88

1177	1215	1198
82	82	68
59	55	42
35	30	22

#8A

DISTRICT LEVEL DATA

The third through fifth grades were tested in 1979-80 and 1980-81 with the CAT test. Therefore, we can look at the past two years and see which direction our students are moving.

Transparency #9
Third Grade

The third grade reading median score for 79-80 was at the ____ percentile and at the ____ percentile for 80-81 showing an/a _____ in achievement.
(increase/decrease)
The median score for the third grade is _____ the
(above/below)
50th percentile for the national group.

In language arts our students have a median score at the ____ percentile for 79-80 and at the ____ percentile for 80-81 which is an/a _____ in language arts achievement.
(increase/decrease)

In math the median score for 79-80 is at the ____ percentile and at the ____ percentile for 80-81. Our students have _____
(risen/
_____ according to these test results. In comparison with the
declined)
national group, our median is _____ the 50th percentile.
(above/below)

Now let's compare our median scores in these subject areas with those of the District. The District medians in reading have risen from the 53rd percentile to the 57th percentile. In language arts the medians have come up from the 50th percentile to the 58th percentile. In math the District medians have risen from the 46th percentile to the 53rd percentile, showing a consistent increase in achievement at the third grade level.

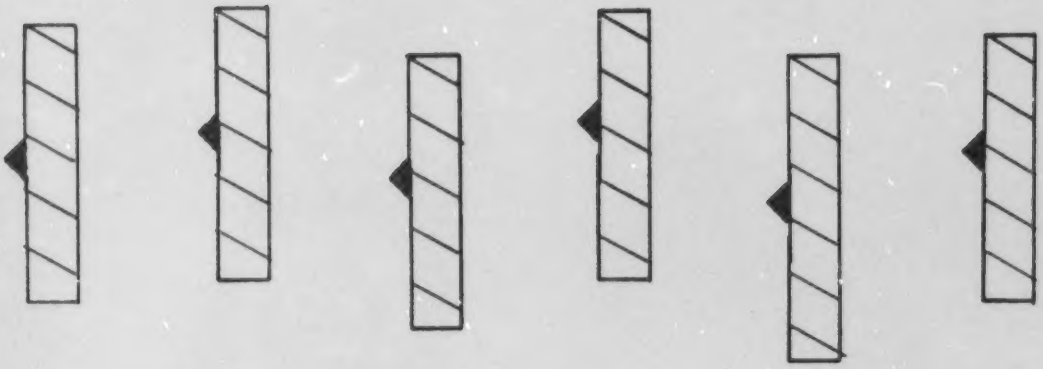
District Overlay

TYLER INDEPENDENT SCHOOL DISTRICT

School WOODS ELEMENTARY Grade THREE

PERCENTILE RANGE	NORM GROUP (NATIONAL)	CALIFORNIA ACHIEVEMENT TEST SCORES						PERCENTILE RANGE
		Reading 1979-80	Reading 1980-81	L. A. 1979-80	L. A. 1980-81	Math 1979-80	Math 1980-81	
91 - 99								91 - 99
81 - 90								81 - 90
71 - 80								71 - 80
61 - 70								61 - 70
51 - 60								51 - 60
41 - 50								41 - 50
31 - 40								31 - 40
21 - 30								21 - 30
11 - 20								11 - 20
1 - 10								1 - 10
NO. TESTED		124	119	124	118	124	119	
3RD QUARTILE	75	90	91	78	83	79	74	75
MEDIAN	50	74	70	62	67	61	58	50
1ST QUARTILE	25	59	50	43	47	38	37	25

COMMENTS:



1233	1233	1219	1220	1224	1218
74	78	70	78	70	72
53	57	50	58	46	53
31	36	29	35	23	31

#9A

DISTRICT LEVEL DATA

(CONTINUE WITH THE FOURTH AND FIFTH GRADES IN THE SAME OR A SIMILAR FORMAT)

Transparency #10

Fourth Grade

Transparency #11

Fifth Grade

TYLER INDEPENDENT SCHOOL DISTRICT

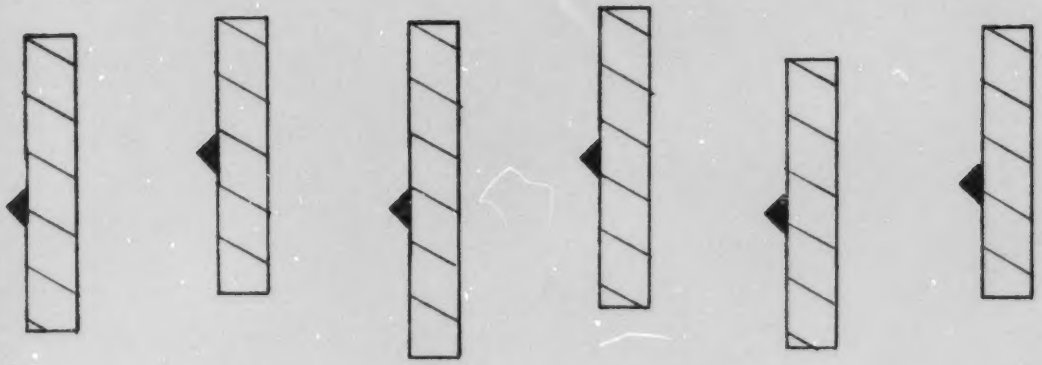
School WOODS ELEMENTARY Grade FOUR

PERCENTILE RANGE	NORM GROUP (NATIONAL)	CALIFORNIA ACHIEVEMENT TEST SCORES						PERCENTILE RANGE
		Reading 1979-80	Reading 1980-81	L. A. 1979-80	L. A. 1980-81	Math 1979-80	Math 1980-81	
91 - 99								91 - 99
81 - 90								81 - 90
71 - 80								71 - 80
61 - 70								61 - 70
51 - 60								51 - 60
41 - 50								41 - 50
31 - 40								31 - 40
21 - 30								21 - 30
11 - 20								11 - 20
1 - 10								1 - 10

		S	D	S	D	S	D	S	D	S	D	S	D	
NO. TESTED		144		116		144		116		144		116		
3RD QUARTILE	75	87		87		87		89		85		82		75
MEDIAN	50	72		75		70		72		66		68		50
1ST QUARTILE	25	52		60		52		54		48		48		25

COMMENTS:

#10



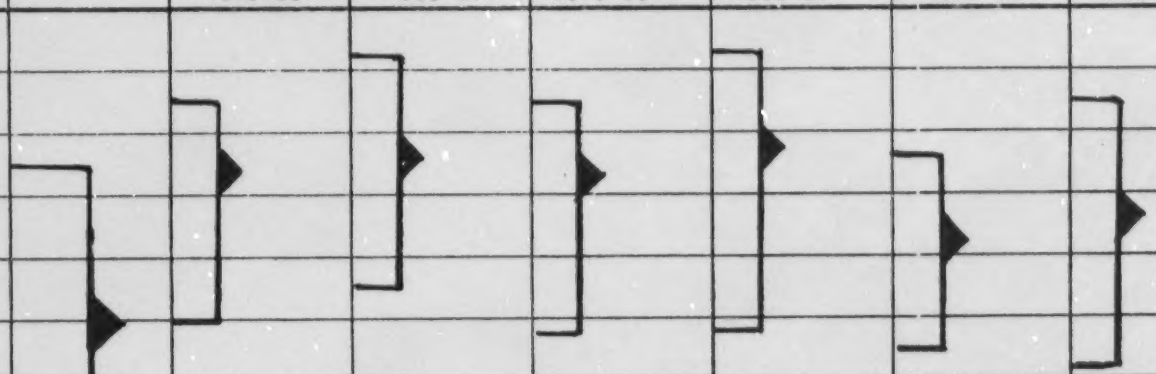
1253	1179	1248	1181	1249	1179
73	77	75	78	70	73
48	56	48	54	46	51
29	34	24	31	25	32

#10A

DISTRICT LEVEL DATA

TYLER INDEPENDENT SCHOOL DISTRICT

School WOODS ELEMENTARY Grade FIVE

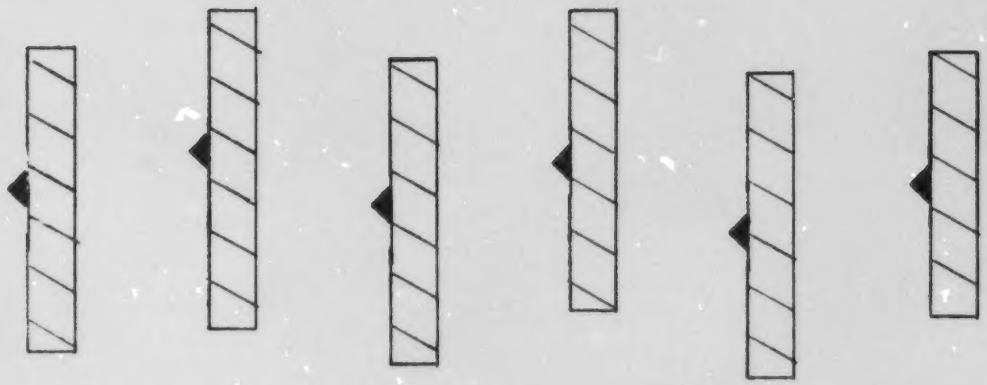


PERCENTILE RANGE	NORM GROUP (NATIONAL)	CALIFORNIA ACHIEVEMENT TEST SCORES						PERCENTILE RANGE
		Reading 1979-80	Reading 1980-81	L. A. 1979-80	L. A. 1980-81	Math 1979-80	Math 1980-81	
91 - 99								91 - 99
81 - 90								81 - 90
71 - 80								71 - 80
61 - 70								61 - 70
51 - 60								51 - 60
41 - 50								41 - 50
31 - 40								31 - 40
21 - 30								21 - 30
11 - 20								11 - 20
1 - 10								1 - 10

		S	D	S	D	S	D	S	D	S	D	S	D	
NO.TESTED		144		149		144		149		144		149		
3RD QUARTILE	75	86		92		85		93		78		85		75
MEDIAN	50	74		76		73		78		62		66		50
1ST QUARTILE	25	50		55		47		48		45		41		25

COMMENTS:

#11



1193	1266	1194	1266	1192	1265
77	82	76	83	73	77
54	60	51	58	47	54
28	32	26	34	23	33

#11A

DISTRICT LEVEL DATA

Review Data

Now that we have reviewed the data for our school, let's look again at the information and identify our strengths--those areas in which our students excel. Then we will determine those factors that contribute to the higher levels of achievement.

(Analyze data and record on attached or similar form). How can we improve in this area? Can we bring these students to an even higher level of achievement? Where do we want these students to be this time next year?

(Get a consensus and write the response. Continue in like manner for three or four identified strengths).

Now let's identify the low achievement areas and determine the factors that contribute to the lack of progress.

(Analyze data, select three or four areas of greatest need, and record information on attached form).

CONCLUDE THIS SESSION BY EXPRESSING APPRECIATION FOR THEIR COOPERATION. THE NEXT SESSION WILL INVOLVE GOAL SETTING AND PLANNING BASED ON THESE IDENTIFIED NEEDS.

SCHOOL _____

Identified strength/need: _____

_____

_____

_____

Contributing factors: _____

_____

_____

_____

_____

_____

_____

_____

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_____

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E X A M P L E

IDENTIFIED STRENGTHS/NEEDS *

SCHOOL Woods Elementary

Identified strength/need:

The fifth grade math scores were below the national median in 1979-80 and showed little or no gain in 1980-81, while the District scores were slightly above the national median and showed improvement from 1979-80 to 1980-81.

Contributing factors:

1. Students are deficient in the mental math skills required for regrouping in two-and-three-place multiplication.
2. Approximately one-third of the fifth grade students have difficulty solving thought problems involving multiplication.
3. Time on task in math classes is less than 60% of the time allotted.
4. Student mobility has increased.
5. Teacher absenteeism has increased.
6. Approximately 40% of the students have supplementary instruction in the home.
7. The fifth grade math periods are scheduled as a split section around lunch.
8. Three of the fifth grade teachers consider reading/ language arts among their stronger teaching areas and rate math low as a preference.

* The information for this form is collected and compiled at the conclusion of the data analysis session. Needs are prioritized and only three or four are selected by the staff to focus on for the year.

OPTIONAL----------OPTIONAL----------OPTIONAL----------

The two attached transparencies may be used if further analysis of the data on TP #1 and TP #2 are needed.

This information would be appropriate when working with small groups of teachers by grade level.

TYLER INDEPENDENT SCHOOL DISTRICT

Student Information and Composition by Grade Level

1980-81

School _____ K 1 2 3 4 5

ENROLLMENT

PERCENT ATTENDANCE

TEACHER-PUPIL RATIO

PERCENT OF LOW-INCOME FAMILIES

ETHNIC DISTRIBUTION

MOBILITY: ENTERED/WITHDRAWN

TP Base: School-Level Date

Optional

TYLER INDEPENDENT SCHOOL DISTRICT

Student Information and Composition for Grade FIVE

School WOODS ELEMENTARY

	79-80		80-81	
	SCHOOL	DISTRICT	SCHOOL	DISTRICT
ENROLLMENT	696	15,695	671	15,677
PERCENT ATTENDANCE	96.43	94.33	96.93	95.17
TEACHER-PUPIL RATIO	1:24	1:21	1:23	1:21
LOW-INCOME FAMILIES	8.1%	35.7%	10.3%	38.9%
ETHNIC DISTRIBUTION	648/51/6	9787/5406/636	610/49/3	9707/5414/753
MOBILITY: ENTERED/WITHDRAWN	58/96	1979/2941	79/120	2099/3064

TP Base: School-Level Data

OVERLAY: DISTRICT LEVEL DATA

EDUCATIONAL PRODUCTIVITY COUNCIL

The Educational Productivity Council (EPC) is a group of 26 school districts (660 schools) in Texas organized to develop a way to measure the productivity of member schools. The concept originated with Drs. Authella and Wailand Bessent at The University of Texas, who used a mathematical procedure called Data Envelopment Analysis to compute an efficiency index for each school.

Productivity is the amount of output achieved for the quantity of resources employed. In education, this is usually measured outcomes (test scores) attained by pupils and the amount of resources available to produce learning. The Texas Assessment of Basic Skills (TABS) scores for 3rd, 5th, and 9th grades are the measured outputs. The amount of resources available is the input data and includes the following:

Time allocated to reading, mathematics, and writing
Per pupil instructional expenditures (including salaries)
Professional personnel and pupil ratio
Teacher experience
Teacher absenteeism
Student composition
Student mobility
Percent of students from low income families

In analyzing the input and output data, the most productive school has an index of 1.00 or 100%. Less productive schools are indexed to some proportional part of 100%, such as .84 or 84%. An efficiency rating of 84% means that the school is only 84% as productive (in terms of TABS scores) as schools in the Council with comparable inputs.

Each school provides the input data and test scores for the analysis and receives, in return, an efficiency index rating as well

as an index of efficient and inefficient uses of available resources. Each principal presents the campus efficiency and inefficiency ratings to the staff as additional data to identify weaknesses and plan for better use of instructional time and available resources.

The purposes of these Council schools uniting in this effort are to identify effective and efficient schools who demonstrate consistently that there is something they are doing that allows them to be both efficient in their utilization of resources and effective in their students' ability to achieve high test results--and as these consistent characteristics emerge, to identify them as factors that effectively increase productivity. While these long-range objectives are under study, Tyler principals are using the information annually to improve the instructional process at the campus level.

The following EPC materials are included in the principal's packet.

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FIFTH GRADE

EPC 1980-81 Data Definitions and Statistics

	Variable Name	25th %ile	Median 50th %ile	75th %ile	Definition and Formula for Computing Variable Value from Raw Data
OUTPUT	TABS MATH	72.33	78.08	84.82	average percentage of 5th grade students passing math objectives: from All Students Summary Report, Mathematics Section, (sum of column 2) ÷ 12.
	TABS READ	69.73	75.82	83.55	average percentage of 5th grade students passing reading objectives: from All Students Summary Report, Reading Section, (sum of column 2) ÷ 11.
	TABS WRITE	80.5	86.67	91.83	average percentage of 5th grade students passing writing objectives: from All Students Summary Report, Writing Section, (sum of column 2) ÷ 6.
INPUT	MATH TIME	45 minutes	50 minutes	60 minutes	average minutes per day of math instruction in 5th grade, value obtained from principal
	READ TIME	50 minutes	60 minutes	80 minutes	average minutes per day of reading instruction in 5th grade, value obtained from principal.
	WRITE TIME	15 minutes	25 minutes	30 minutes	average minutes per day of writing instruction in 5th grade, value obtained from principal.
	$/PUPIL	$13.31	$20.79	$30.40	average non-salary instructional expenditures ($) per pupil in the school, local and state non-salary expenditures for the school ÷ ADM for the school.
	TEACH/100	3.88 teachers	4.28 teachers	4.65 teachers	number of 5th grade teachers per 100 5th grade pupils, number of 5th grade teachers ÷ (5th grade ADM ÷ 100).
	TEACH PRES	94.54%	96.76%	97.91%	average percent of regular 5th grade faculty present each day, ((number of 5th grade teachers x 175) - paid substitute days for 5th grade teachers) ÷ (number of 5th grade teachers x 175), expressed as %.
	TEACH EXPR	69.97%	94.34%	100.00%	percent of 5th grade teachers with more than 3 years experience, number of 5th grade teachers with more than 3 years experience ÷ number of 5th grade teachers.
	STABILITY	71.06%	79.61%	86.52%	index of 5th grade enrollment stability, (5th grade ADM - number transferred into 5th grade - (.5 x number transferred out of 5th grade)) ÷ 5th grade ADM, expressed as %.
	NON-MIN	61.35%	81.18%	90.91%	percent of 5th grade pupils who are non-minority; from All Students Summary Report, number white ÷ number tested, expressed as %.
	PAY LUNCH	72.16%	90.59%	100.00%	percent of 5th grade pupils who pay full lunch price: from All Students Summary Report, 1.00 - (number in free or reduced price meal ÷ number tested), expressed as %.

1980-81 FIFTH GRADE EPC ANALYSIS FOR TYLER
DECISION MAKING UNIT 188 WOODS

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★
★ SUMMARY OF RESULTS ★
★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

EFFICIENCY = .978
INEFFICIENCY = 1.022

	VALUE MEASURED	VALUE IF EFFICIENT	SLACK	DUAL
★ ★ ★ ★ ★ ★ ★				
★ OUTPUTS ★				
★ ★ ★ ★ ★ ★ ★				
TABS MATH	84.0800	88.4429	2.4773	.000001
TABS READ	83.9100	87.0029	1.2111	.000001
TABS WRITE	94.0000	96.1081	0.0000	.010403
★ ★ ★ ★ ★ ★ ★				
★ INPUTS ★				
★ ★ ★ ★ ★ ★ ★				
MATH TIME	55.0000	50.4473	4.5527	.000001
READ TIME	55.0000	55.0000	0.0000	.000021
WRITE TIME	20.0000	20.0000	0.0000	.000540
$/PUPIL	17.4000	17.4000	0.0000	.001331
TEACH/100	3.9800	3,9800	0.0000	.019557
TEACH PRES	96.9500	96.9500	0.0000	.008325
TEACH EXPR	100.0000	100.0000	0.0000	.000158
STABILITY	85.4100	85.4100	0.0000	.000279
NON-MIN	95.1700	86.9982	8.1718	.000001
PAY LUNCH	92.4100	92.4100	0.0000	.000435

FIFTH GRADE

EPC 1980-81 Data Definistions and Statistics

Ave. % of students passing all the objectives in TABS

Distribution of TABS Scores for schools in the council

Variable Name	25th %ile	50th %ile	75th %ile	Definition and Formula for Computing Variable Value from Raw Data
TABS MATH	72.33	78.08	84.02	average percentage of 5th grade students passing math objectives: from All Students Summary Report, Mathematics Section, (sum of column 2) ÷ 12.
TABS READ	69.73	75.82	83.55	average percentage of 5th grade students passing reading objectives: from All Students Summary Report, Reading Section, (sum of column 2) ÷ 11.
TABS WRITE	80.5	86.67	91.83	average percentage of 5th grade students passing writing ofjectives: from All Students Summary Report, Writing Section, (sum of column 2) ÷ 6.

82.17 (.011622)

69.09 (.00001)

85.5 (.00001)

Efficiency = output sum / input sum

Dual - identifies the problem
Slack - identifies how serious the problem (anything over .000001)

56A

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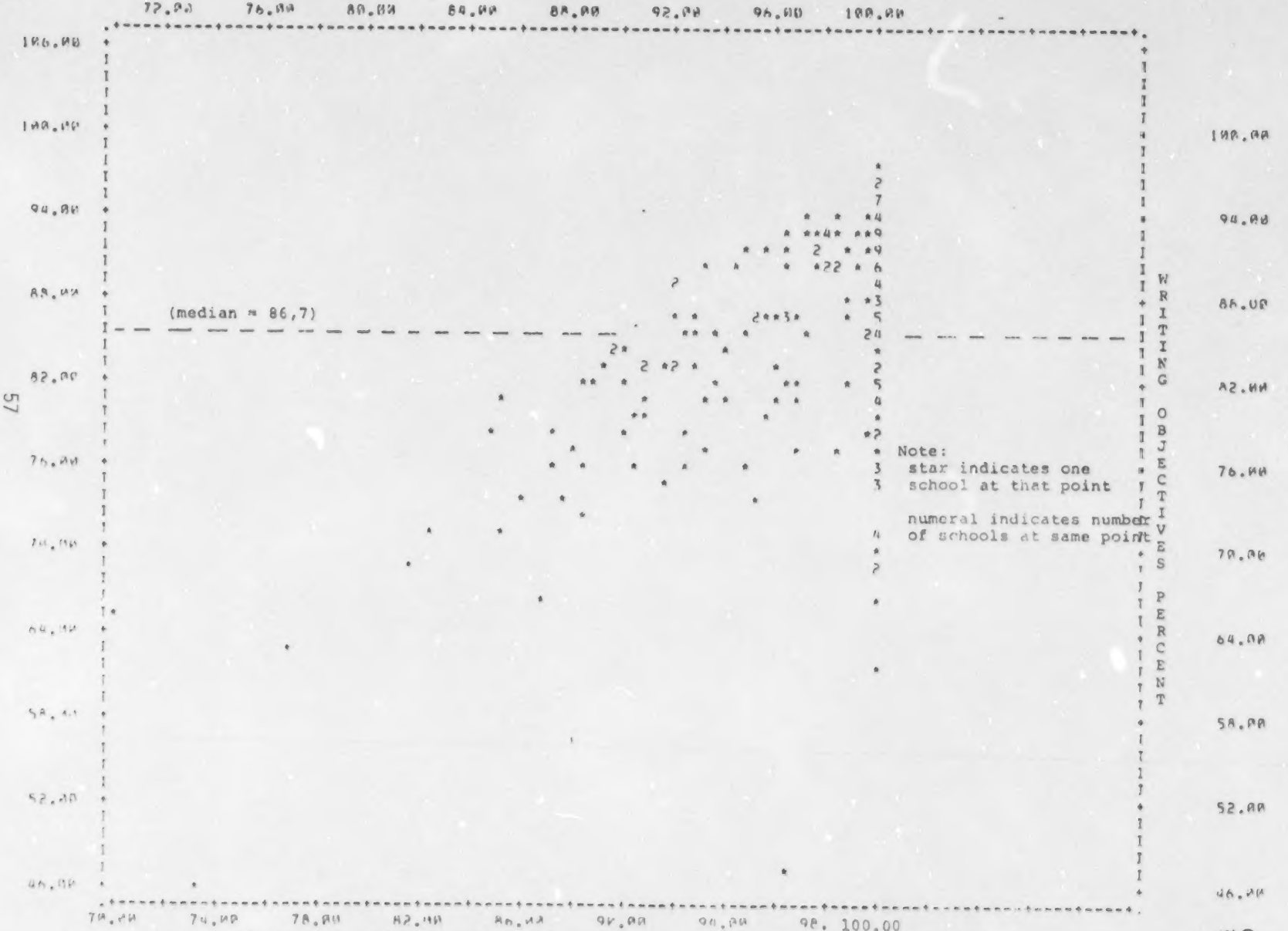
SCATTERGRAM OF (DOWN) ⟶ EDUCATIONAL PRODUCTIVITY COUNCIL
(ACROSS) ⟶ FIFTH GRADE TABS, 1981 - WRITING OBJECTIVES
PER CENT COMPARATIVE EFFICIENCY OF SCHOOLS (BASED ON 194 SCHOOLS)



57

78

79

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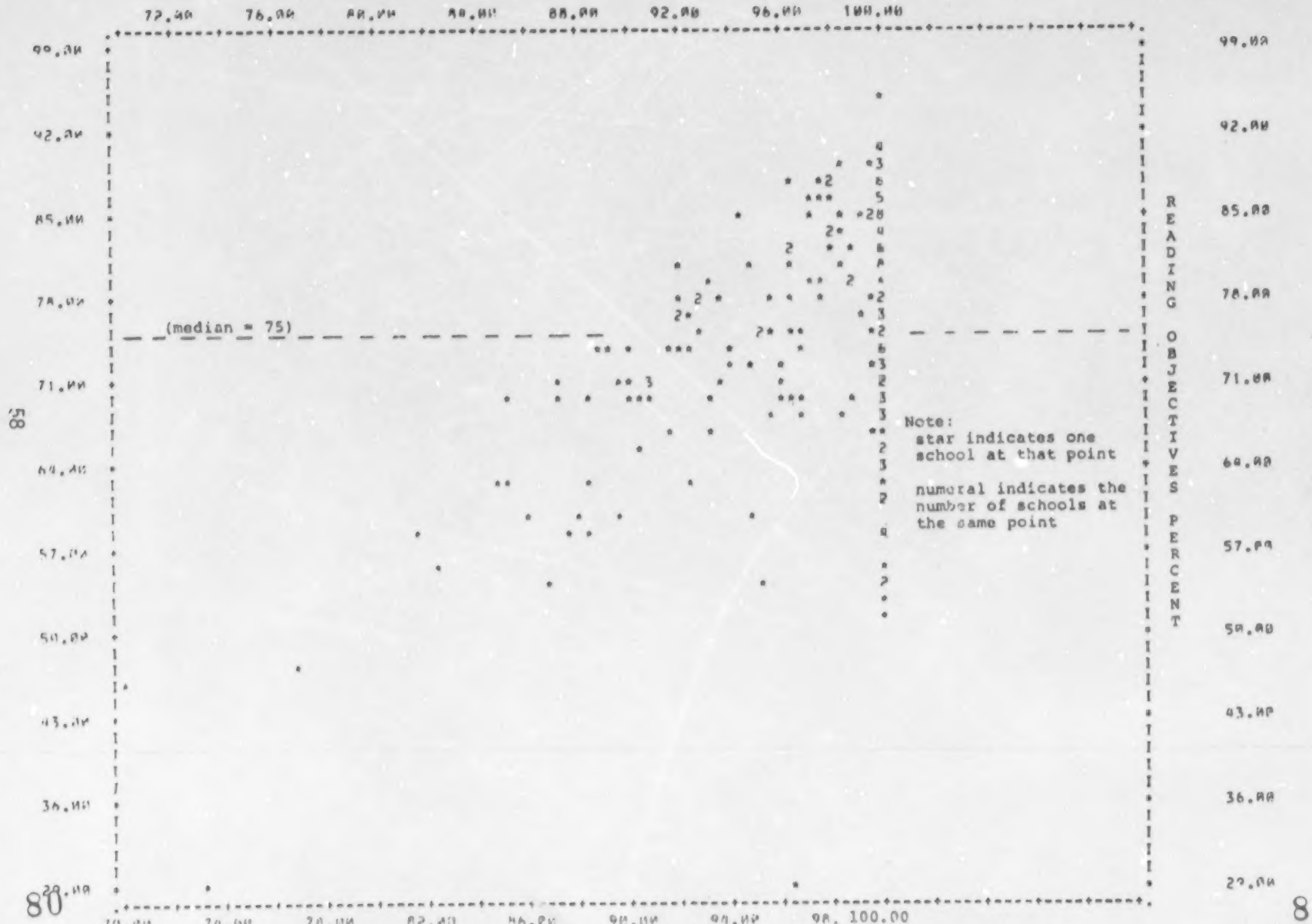
EDUCATIONAL PRODUCTIVITY COUNCIL

SCATTERGRAM OF (DOWN) ⟶ FIFTH GRADE TABS, 1981 - READING OBJECTIVES
(ACROSS) ⟶ PER CENT COMPARATIVE EFFICIENCY OF SCHOOLS (BASED ON 194 SCHOOLS)



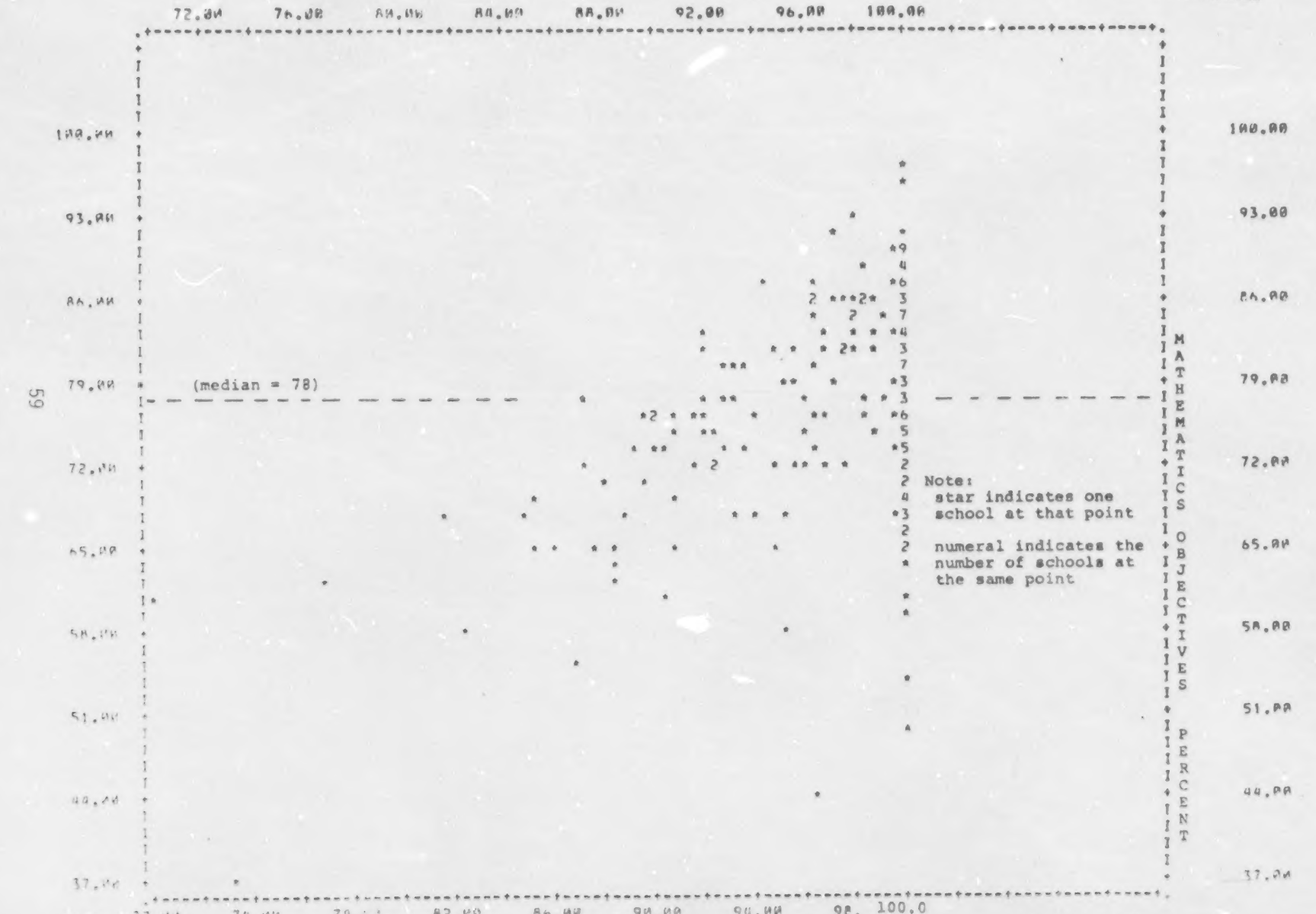
80

81

EDUCATIONAL PRODUCTIVITY COUNCIL

SCATTERGRAM OF (DOWN) ⟶ FIFTH GRADE TABS, 1981 - MATHEMATICS OBJECTIVES
(ACROSS) ⟶ PER CENT COMPARATIVE EFFICIENCY OF SCHOOLS (BASED ON 194 SCHOOLS)

BEST COPY AVAILABLE



DISTRICT DATA ANALYSIS

FEBRUARY

PERSONS INVOLVED

Chairperson

Central Committee

PURPOSE

Data analysis and needs identification

AGENDA

1. Review the function of the committee
2. Analyze District test data, surveys, and related information
3. Identify and prioritize needs
4. List supporting evidence for needs
5. Obtain consensus
6. Record results

MATERIALS

Overhead projector

Transparencies

Copies of data

GOAL SETTING

FEBRUARY

PERSONS INVOLVED

Principal

Building Committee

PURPOSE

Goal setting based on assessed needs and development of a tentative Plan of Action.

AGENDA

1. Review prioritized needs
2. Follow suggested procedure for goal setting
3. Begin formulating Plan of Action
4. Obtain consensus and record
5. Plan a meeting in late February with the building staff to present needs, goals, and tentative Plan of Action

FACULTY INPUT AND CONSENSUS (Meet with faculty)

(Goal Setting 1)

GOAL SETTING

FEBRUARY

PERSONS INVOLVED:

Principal

Building Committee

PURPOSE:

Consideration of input from faculty

AGENDA:

1. Review input from the faculty
2. Make necessary alterations to needs statements, goals, goal indicators, and the tentative Plan of Action
3. Reach accord on tentative Plan of Action
4. Select a representative to meet with the Central Committee

(Goal Setting 2)

GOAL SETTING

The formulation of realistic and relevant goals is the single most important factor in the planning process of a school. The goals serve as a foundation for systematic and coordinated planning. Goal setting and planning are given direction by the needs identified as a result of a thorough data analysis.

Developing Goals for the School

The principal should serve in the leadership position for goal setting. The Building Committee, with input from the entire faculty and the principal, should write the goals and goal indicators for the school.

- The principal should review one area of need and the contributing factors. Given this information, what should be the goal for the coming year? Where should the students be a year from now?
- When the principal and committee members agree, write the goal on the attached form or similar one.
- Continue with goal indicators. Goal indicators are the activities or events that occur in a school when goals are being achieved. Given this goal, what activities should be occurring in our school if this goal were being achieved? This is where the input from the faculty will be most beneficial.
- When the principal and committee members agree, write the goal indicators below the goal. (An example of a goal and goal indicators keyed to the example of the identified need is attached).
- Continue with each identified need area and develop related goals.

A draft copy of the goals and goal indicators should be reproduced and distributed to the faculty. Emphasize that it is a draft copy--a working copy--for their suggestions for improvement.

Plan to meet with the entire faculty to gain consensus on goals for the year.

GOAL AND GOAL INDICATORS

SCHOOL _____

GOAL: _____

_____

_____

ACTIVITIES: (GOAL INDICATORS)

_____

_____

_____

_____

_____

_____

_____

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_____

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_____

WORKSHEET FOR GOAL SETTING

SCHOOL Woods Elementary

Goal: By May 1983, the composite math achievement scores on the California Achievement Test will be maintained or increased from the current mean performance of the 71st percentile. The percentage of mastery on the CAT math objectives will increase.

Activities: (Goal Indicators)

1. Plan appropriate activities to develop two and three digit multiplication to mastery.

2. Prepare teaching aids that assist students in making the transition from concrete to abstract thinking in multiplication.

3. Collect practice activities for two and three place multiplication.

4. Schedule staff development for math teachers in the following areas:

   (a) Enrichment and remedial activities for mastery learning at fifth grade level

   (b) Specific teaching techniques to develop mental math

   (c) Meaningful practice activities

   (d) Specific methods to increase students' time on task in time allotted

5. Design brief units of study that allow students to develop thought processes for problem solving.

6. Distribute math parent packets to encourage supplementary instruction at home.

7. Schedule math classes to eliminate disruptions and distractions.

8. Investigate the possibility of a parent volunteer program for the fifth grades.

E X A M P L E

CONSENSUS

After the faculty has studied the draft copy of the goals, the principal should provide an opportunity for them to edit, revise, and adopt the goals.

The principal needs to lead the faculty meeting with the Building Committee serving as a resource. Questions should be addressed to the principal, and the principal should utilize the committee to respond to the questions as needed. The Building Committee should sit together and serve as a cohesive unit that pulls the group together.

- The principal should open the meeting by asking if anyone has strong objections to any of the goals. Are there any they cannot live with?
- If at all possible, be unanimous in the goals that are established.
- Give everyone an opportunity to speak. Each one should have an opportunity to disagree.
- The principal needs to watch the time and pace the meeting, not spending a great deal of time on any one item.
- In response to concerns, it is preferable not to take a vote. The principal may respond, "If we have no serious objections, then these are the things we can concentrate on."
- The principal is the key person to deciding when consensus is apparent.
- Upon reaching consensus, the principal should direct future comments to him/her by saying that any further concerns, objections, or suggestions should be submitted in writing to the principal who will communicate with the committee.

DISTRICT GOAL SETTING

After the goals and goal indicators are completed, one representative of the Building Committee will be selected to attend the District meeting with the principal. The principal and teacher will bring a copy of the goals and goal indicators, and a working copy of a plan of action to the meeting.

The purpose of the District level goal setting meeting is to compile and prioritize the goals established by the schools to determine the goals of the District. This procedure provides direction for the Tyler Independent School District based directly on the needs of the students as perceived by those individuals working directly with the teaching-learning process--the classroom teachers and the building principals. This is one of the major strengths of the Instructional Leadership System.

The activities (goal indicators) to direct the staff and students toward achievement of the goals serve as the framework for the written plan of action. As the representatives of the individual campuses discuss effective strategies, a collection of the best ideas and activities from within the District will be available to modify and strengthen plans to improve the instructional process.

After the establishment of goals and exchange of ideas from across the District, teachers and principals return to the individual campuses to lead in the revision and completion of the plan of action for that campus.

TENTATIVE GOAL SETTING

FEBRUARY

PERSONS INVOLVED

Chairperson

Central Committee

PURPOSE

Goal setting based on assessed needs

AGENDA

1. Review prioritized District needs
2. Follow suggested procedure for goal setting
3. Select four tentative goals for the District
4. Plan to present tentative needs and goals to Central Staff
5. Plan for the building committees and Central Committee meeting in March

MATERIALS NEEDED

Prioritized District needs

DISTRICT GOAL SETTING MEETING

MARCH

PERSONS INVOLVED

Representatives of building committees

Principals

Central Committee

PURPOSE

District goal setting based on assessed needs
at the building level and the District level

AGENDA

(To be determined each year)

THIS IS AN ALL DAY MEETING. RELEASE TIME IS NEEDED FOR BUILDING REPRESENTATIVES.

SUGGESTED

DISTRICT-WIDE GOAL-SETTING MEETING

MARCH

AGENDA

8:30-8:45	Coffee
8:45-9:30	Orientation - Dr. Davidson Questions and Group Assignments
9:30-9:45	Break
9:45-10:15	Campus Level Identified Needs and Goals - Initial Groups (three schools in each)
10:15-11:00	Needs and Goals Consensus - Intermediate Group Three groups (two elementary, one secondary)
11:00-11:30	District-wide Needs and Goals Consensus - Total group - Summary Reports (3)
11:30-12:30	Lunch
12:30-12:45	Directions for Plans of Action - Dr. Davidson
12:45- 1:30	Program Commonalities - small group (three schools in each)
1:30- 2:15	Tentative Plans of Action Intermediate grouping (two elementary, one secondary)
2:15- 2:30	Break
2:30- 3:00	Wrap-up - Dr. Davidson

PLAN OF ACTION

APRIL

PERSONS INVOLVED

Principal

Building Committee

PURPOSE

Complete the Plan of Action for the school

AGENDA

1. Report on discussions and decisions made at the District consensus meeting
2. Distribute goals and rough draft of Plan of Action
3. Direct final writing of specific plans to improve instruction within the school
4. List specific tasks that require additional assistance, inservice, and resources from the District
5. Plan to meet with entire faculty to review plans and reach consensus

MATERIALS

Report from the District goal meeting

Plan of Action forms

Support request forms

Submit Plan and support request to Central Committee by May 1.

PLAN OF ACTION

SCHOOL _____ DATE _____

GOAL _____

Specific Activities	Staff Development and/or Other Resources Needed	Evaluation Plan

EXAMPLE

SCHOOL Woods Elementary PLAN OF ACTION DATE April 24

GOAL: By May 1983, the composite math achievement scores on the California Achievement Test will be maintained or increased from the current mean performance of the 71st percentile. The percentage of mastery on the CAT math objectives will increase.

SPECIFIC ACTIVITIES	INSERVICE AND RESOURCES	EVALUATION
1. Plan appropriate activities to develop two and three digit multiplication to mastery.	1. Identify specific objectives in CAT Management Guide and match activities to objectives. Leaders: Representation from McGraw-Hill and Wanda Trotter	1. List of activities matched to objectives.
2. Prepare teaching aids that assist students in making the transition from concrete to abstract thinking in multiplication.	2. a. Review Piaget's developmental levels from concrete to abstract thinking capability. Leaders: Dr. E. Sowell, UT-Tyler. b. Prepare appropriate teaching aids to develop the sequential skills. Resource: $200 for commercial teaching aids.	2. Appropriate teaching aids located in 5th grade math classes.
3. Collect practice activities for two and three place multiplication.	3. Search related math book, workbooks, kits, etc. through the year. Make copies of selected activities for the building math file.	3. Practice activities in master math file.
4. Schedule staff development for math teachers in the following areas: (a) Enrichment and remedial activities for mastery learning at fifth grade level (b) Specific teaching techniques to develop mental math	4. (a) Leader: Marian Rainwater, Region VII ESC (b) Leader: Dr. Jane Shaw, Math Education Instructor, TCU	4. (a) Agenda on file (b) Agenda on file

E X A M P L E

REQUEST FOR ASSISTANCE
FROM THE CENTRAL COMMITTEE

SCHOOL _____ DATE _____

A. STAFF DEVELOPMENT NEEDS

Specific Areas To Be Addressed	Suggested Resources Requested

B. OTHER RESOURCES REQUESTED

PRINCIPAL'S SIGNATURE _____

PLEASE RETURN TO DIVISION OF INSTRUCTION BY MAY 1.

E X A M P L E

REQUEST FOR ASSISTANCE
FROM THE CENTRAL COMMITTEE

SCHOOL Woods Elementary DATE April 24

A. STAFF DEVELOPMENT NEEDS

Specific Areas to be Addressed	Suggested Resources
1. Coordination of objectives and appropriate learning activities to bring fifth grade students to mastery of two and three digit multiplication.	1. We prefer to have a representative from McGraw-Hill who has expertise in this area.
2. Piaget's developmental levels from concrete to abstract thinking.	2. We request Dr. Evelyn Sowell from The University of Texas at Tyler. There would probably be a fee involved.
3. Developing competency in mental math.	3. Dr. Jane Shaw, Math Education Instructor at Texas Christian University presented a workshop at CAMT on this topic. It was an excellent session.

B. OTHER RESOURCES REQUESTED

$200 for commercial teaching aids.

We will attempt to purchase supplies and commercial aids within our budget, but the price of math teaching aids for semi-concrete activities is beyond our limited budget this year.

PRINCIPAL'S SIGNATURE _____

PLEASE RETURN TO DIVISION OF INSTRUCTION BY MAY 1

DISTRICT GOALS AND PLAN OF ACTION

APRIL

PERSONS INVOLVED

Chairperson

Central Committee

PURPOSE

Finalize District goals for the year

AGENDA

1. Review the information collected at the March meeting

2. Review the District goals agreed on at the March meeting

3. Write goals in final form. Break them down into goal indicators to facilitate planning and implementation.

4. Begin writing the District Plan of Action

MATERIALS NEEDED

District goals

DISTRICT PLAN OF ACTION

MAY

PERSONS INVOLVED

Chairperson

Central Committee

PURPOSE

Design a support system based on requests from building committees

AGENDA

1. Review the Action Plans submitted by building committees
2. Organize requests for support into a District Inservice Education Plan
3. Compile request for funds. Determine requests that can be funded and include them in the budget.
4. Compile other requests and make decisions concerning each one
5. Report decisions on support requests to each building committee during May to facilitate implementation plans at the building level in August.
6. Finalize the District Plan of Action

MATERIALS NEEDED

Plan of Action
Support requests
District Plan of Action

DISTRICT SUPPORT PLAN

JUNE

PERSONS INVOLVED

Chairperson

Central Committee

PURPOSE

Begin curriculum revisions and/or development

AGENDA

1. Complete the writing of the District plans for support
2. Review the needs assessment and begin curriculum revisions and/or development
3. Submit requests and suggestions for administrative inservice to administrative planners

MATERIALS NEEDED

District Support Plan

IMPLEMENTATION

AUGUST

PERSONS INVOLVED

Principal

Building Committee

PURPOSE

Implementation of the Plan of Action

AGENDA

1. Distribute and review Plan of Action
2. Review areas of support provided by the Central Office
3. Assign tasks to begin implementation

MATERIALS

Plan of action, Central Office support request

IMPLEMENTATION

AUGUST

PERSONS INVOLVED

Chairman

Central Committee

PURPOSE

Implementation of Support Request and District Plan of Action

AGENDA

1. Review assigned responsibilities for implementation of support systems

2. Review assigned responsibilities for implementation of District Plan

3. Distribute copies of revised and/or developed curriculum for approval

MATERIALS NEEDED

Support System Plan
District Plan
Curriculum documents

EVALUATION

OCTOBER/NOVEMBER

PERSONS INVOLVED

Principal

Building Committee

PURPOSE

Evaluate implementation process and progress

AGENDA

1. Review progress toward goals
2. List areas of progress
3. List problems encountered
4. Make alternative plans as needed
5. Select representative to meet with Central Committee on review of implementation and progress

EVALUATION

Evaluation is an essential component of the Instructional Leadership System. The complete evaluation design provides information in the following areas:

1. Product Evaluation

   Product evaluation determines to what extent the goals were attained. It consists of measurements of student achievement from program implementation to completion.

   Instruments used for product evaluation are:

   - o California Achievement Tests
   - o TABS Test
   - o Pre- and post-tests prepared by teachers
   - o Final test scores on District tests

2. Process Evaluation

   Process evaluation is a continuous evaluation conducted through the year to determine to what extent the planned activities were completed and to what degree they were effective.

   The process evaluation is structured into the evaluation section of the Plan of Action and serves as an outline for the evaluation of those activities. The evaluation plan includes activities that demonstrate implementation is in process. Systematic observations, check lists, surveys, and notes that activities were completed satisfactorily are used to evaluate programs.

   The principal is responsible for organizing a system whereby activities and programs can be monitored and the results communicated. Regular feedback of progress are motivational factors for students and teachers. The process of systematic evaluation serves as a force within itself to improve instruction and raise the level of student productivity.

3. Instructional Leadership System Evaluation

   ILS evaluation is a cooperative effort by the principal and the staff. The principal leads the staff in evaluating the school's participation in the major elements of the Instructional Leadership System. The major elements are listed on the attached instrument in the order they occur on the annual timeline.

   The principal will review the evaluation process annually with a member of the Central Committee.

INSTRUCTIONAL LEADERSHIP SYSTEM

EVALUATION

Campus _____

	Date Accomplished
1. Reviewed the Instructional Leadership System with faculty	_____
2. Completed interpretation of test data and school information	_____
3. Determined needs	_____
4. Selected Building Committee	_____
5. Established tentative goals	_____
6. Framed a tentative plan of action	_____
7. Obtained consensus from faculty	_____
8. Selected representative for district-wide meeting	_____
9. Attended district-wide goal-setting meeting	_____
10. Finalized goals and plan of action	_____
11. Reviewed goals and plan with faculty for consensus	_____
12. Submitted final plans to Central Committee by May 1	_____
13. Submitted request for staff development and support to Central Committee May 1	_____
14. Participated in Administrative Leadership Conference	_____
15. Implemented plans at the opening of the school year	_____
16. Implemented process evaluation system	_____
17. Evaluated progress and implementation process	_____
18. Attended district-wide evaluation meeting	_____
19. Collected product and process data for annual evaluation	_____
20. Reviewed the annual evaluation with a member of the Central Committee	_____

E X A M P L E

INSTRUCTIONAL LEADERSHIP SYSTEM
CYCLE OF ACTIVITIES AND EVENTS

SCHOOL Woods Elementary	DATE ACCOMPLISHED
1. Reviewed the Instructional Leadership System with faculty	January 15
2. Completed interpretation of test data and school information	February 2
3. Determined needs	February 2
4. Selected Building Committee	February 4
5. Established tentative goals	February 9
6. Framed a tentative Plan of Action	February 16
7. Obtained consensus from faculty	February 23
8. Selected representatives for Districtwide meeting	February 23
9. Attended Districtwide goal setting meeting	March 9
10. Finalized goals and plan of action	April 13
11. Reviewed goals and plan with faculty for consensus	April 20
12. Submitted final plans to Central Committee by May 1	April 30
13. Submitted request for staff development and support to Central Committee May 1	April 30
14. Participated in Administrative Leadership Conference	August 2-4
15. Implemented plans at the opening of the school year	August 23-24
16. Implemented process evaluation system	September 20
17. Evaluated progress and implementation process	October 20
18. Attended Districtwide evaluation meeting	November 16
19. Collected product and process data for annual evaluation	January 10
20. Reviewed the annual evaluation with a member of the Central Committee	January 17

EVALUATION

OCTOBER/NOVEMBER

PERSONS INVOLVED

Chairperson

Central Committee

PURPOSE

Evaluate implementation process and progress

AGENDA

1. Review progress toward District goals
2. List areas of progress
3. Note problems encountered
4. Prepare list of alternatives available
5. Plan for District-wide evaluation meeting

DISTRICT EVALUATION

OCTOBER/NOVEMBER

DISTRICT-WIDE PROGRESS EVALUATION

PERSONS INVOLVED

Building representatives

Principals

Central Committee

PURPOSE

Implementation adjustment based on evaluation of building progress and District progress toward goals

AGENDA

(To be determined each year)

RELEASE TIME WILL NEED TO BE PROVIDED FOR BUILDING REPRESENTATIVES.

ADMINISTRATIVE ORGANIZATION

PHILOSOPHY

The chief function of a school district is to provide for the organization, operation, and administration of an adequate, economical, and effective educational program for the students it serves. To successfully operate and administer a school district of any size, an adequate organizational system must be instituted. The purpose of the organization is to provide the means for the personnel in the district to cooperate. It is necessary if a school system is to have a means of communication which will lead ultimately to the accomplishment of its objectives and to provide a decision making process.

The focus of an organizational arrangement should be centered upon the end product, the student. This should guide individuals within the organizational framework to direct their attention to activities which have as their goal the improvement of the learning process.

Other concepts which relate directly to the administrative organization of the district are delegation of authority and division of responsibility. The effectiveness of any organization is enhanced when responsibilities are delegated. This can only be accomplished when clear, authoritative lines are delineated to provide both limits and power to complete a task. Provision for appropriate divisions of responsibilities will permit increased productivity through the reduction of duplicated tasks.

In summary, the administrative framework of a school district must provide those individuals which work within it a concise picture of the direction of the district as it relates to the student, and graphically convey the procedures for communication and decision making.

RATIONALE

The development and implementation of an organizational arrangement for a school district must begin by prioritizing the direction and focus

of its efforts. The Tyler Independent School District has elected to place its emphasis on the student; thus the thrust of all activity is directly related to improvement of the various instructional processes which effect learning.

Traditionally, organizational charts are aligned to enhance administrative efficiency with a pyramidal, hierarchical structure. Thus the decision making process flows from supervisor to subordinate in what is intended to be a two-way process. However, experience has shown that in most instances communication and decision making are usually done on a horizontal plane, not a vertical one.

In school districts, these charts are usually designed with the Board of Education at the top and the classroom teacher at the bottom. Nowhere on the chart is there an indication of what the District is attempting to accomplish, that being the education of its students.

In an effort to depict an organizational system to show both vertical and horizontal communication and to indicate the direction the District is attempting to move in relation to focusing on the student, an expanding, circular concept has been designed. The various components of the design are shown as they relate to each other and to the school system in general. The organizational chart for the Tyler Independent School District is designed to indicate:

1) focus of attention on the student
2) divisions of responsibilities
3) supervisory responsibilities
4) lines of communication

DESCRIPTION

The organizational chart for the Tyler Independent School District can best be described as an all encompassing wheel with the student as the focal point or hub. Every decision and position surrounds this hub and has as its purpose the enhancement of the delivery process to the student.

The wheel is composed of six smaller disks, with titles, which illustrates levels of responsibility and job tasks. Each of these smaller disks is directly adjacent to a disk representing areas of direct contact. Positions represented on each portion of a disk are aligned to show, for the most part, lines of authority and supervision. Each disk should be envisioned as having the ability, when communication can be augmented, to rotate to a position of contact with another position in an adjacent disk.

The wheel is divided into four parts, representing the four major divisions of responsibility within the District, and headed by an assistant superintendent. This is intended to show the major areas which the District feels most directly effect the learning environment, curriculum, and instruction.

Operating policies and procedures are established to promote cooperation and interaction among the four divisions in order to strengthen and expedite decision making in the best interest of students.

The Superintendent, assisted by legal counsel, and an administrative assistant, is pictured in a position tangent to the entire wheel. From this position he is able to touch every aspect of the school structure.

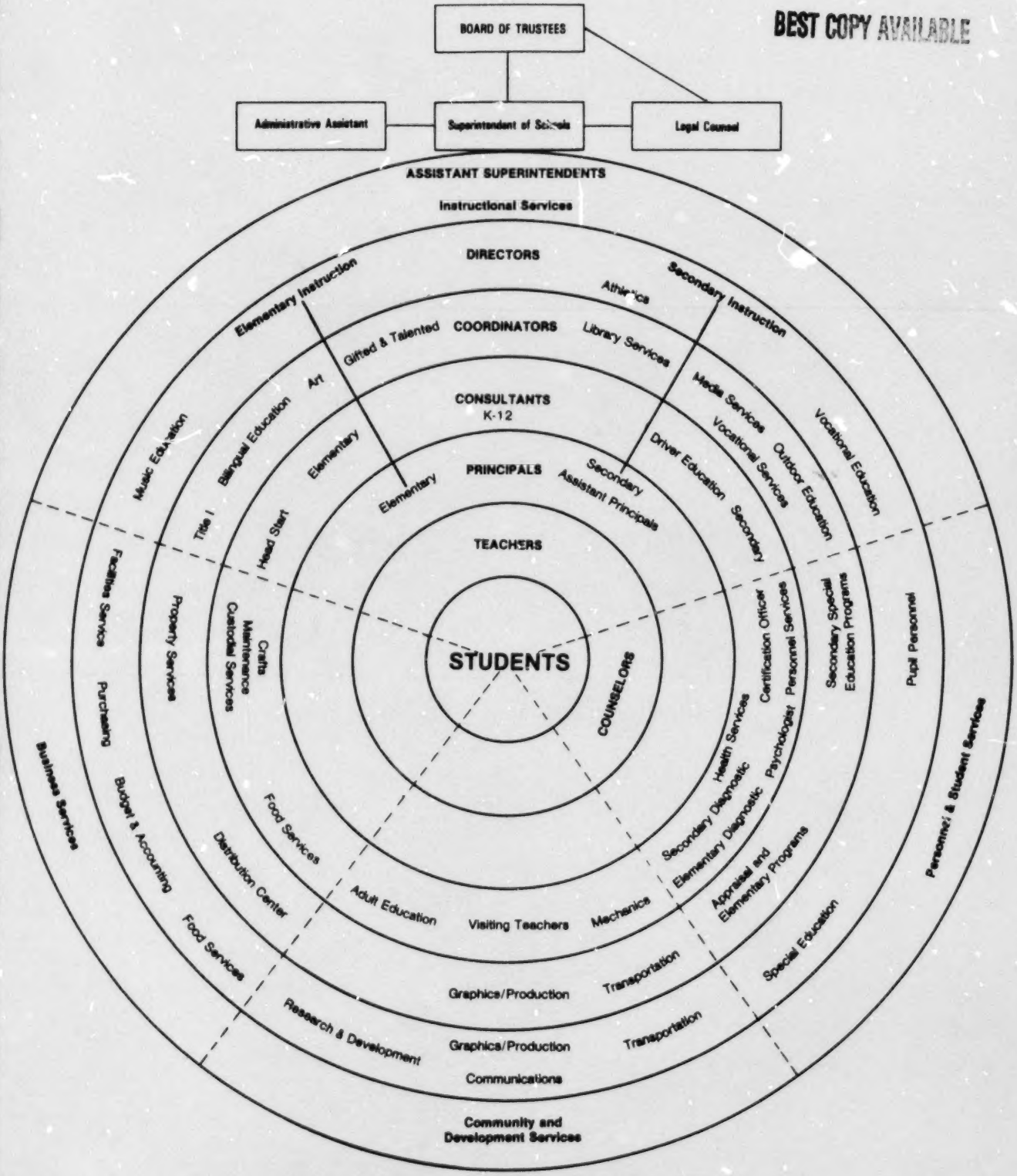
The Board of Trustees is shown at a point external from the main body of the circle in its policy making role and, while not involved directly in the instructional process, effects the entire District through adoption of policies designed to enhance educational opportunities for all students.

TYLER INDEPENDENT SCHOOL DISTRICT

Tyler, Texas

ADMINISTRATIVE ORGANIZATIONAL CHART

BEST COPY AVAILABLE



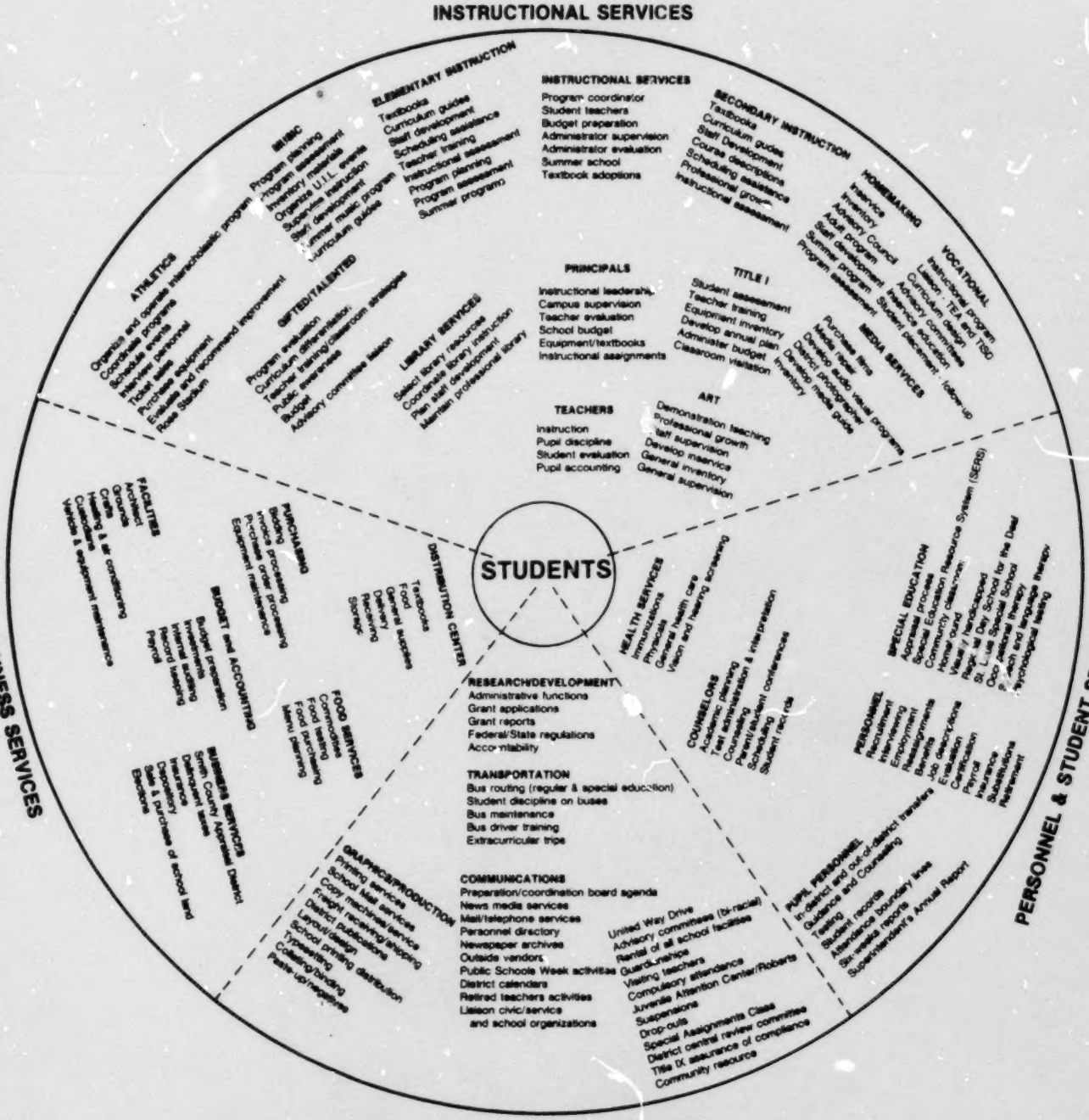
TYLER INDEPENDENT SCHOOL DISTRICT

DIVISION SERVICES AND RESPONSIBILITIES

BEST COPY AVAILABLE

Administrative Assistant

- Coordination, planning & record keeping for Executive Staff Meetings
- Interpretation of Board Policies & Administrative Regulations to staff, students, parents and community
- Dissemination & collection of information for various local, federal, and state reports
- Data Processing Department Supervision
- Assist the Superintendent in matters relating to policy development, regulations, and administrative effectiveness and productivity
- Other tasks assigned by the Superintendent



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